

CALIFORNIA SCHOOLS



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STATEMENT OF ORGANIZATION AND SUMMARY OF COMMITTEE REPORTS OF THE STATE SUPERINTENDENT'S ADVISORY COUNCIL

At a meeting in Sacramento, January 28-29, 1944, the State Education Council reconstituted itself as the State Superintendent's Advisory Council and adopted a statement of purpose, organization, and procedures.

This statement and summaries of reports of committees accepted by the Advisory Council are presented for the information of the administrators of the public schools.

A STATEMENT OF PURPOSE, ORGANIZATION, AND PROCEDURES OF THE STATE SUPERINTENDENT'S ADVISORY COUNCIL

Article I. *Name of Organization*

The name of the organization shall be "The State Superintendent's Advisory Council."

Article II. *Purpose*

Purposes of the organization are:

- A. Advisory to the Superintendent of Public Instruction:
 1. With reference to matters he may wish to refer to the Council
 2. In interpreting and presenting to him problems or conditions having to do with the efficiency or the proper functioning of the state's school system
- B. A co-ordinating function operating:
 1. With respect to the divisions of the State Department of Education
 2. With respect to the activities, plans, and policies of the various state professional organizations
 3. With respect to the educational program of child experiences at grade levels, and between the various educational organizations such as kindergarten, elementary, secondary, and the like
 4. With respect to the various lay groups and organizations directly and indirectly concerned with educational problems, practices, and support
- C. Implementation of:
 1. The program, policies, and plans of the California State Department of Education

2. The declared purposes and proposals of the various professional organizations and groups
3. Projects, programs, and activities legitimately a part of the school program, a function or responsibility of the school, or a service which the school should perform until some other agency will take it over

D. Research

1. To set up immediately an agency to co-ordinate and make available to the Council and its committees all existing research activities in the state, and
2. To move at once toward the establishment of a central agency, adequately financed, to conduct original research on educational problems as the necessary basis for state educational policy.
The more specific purposes to be attained by one or the other of these means, or both, are:
 - a. To collect and interpret data essential in educational policy-making and educational planning
 - b. To check and verify or correct any data presented by any group for the purpose of influencing educational practice, policy, or planning
 - c. To serve as a clearing house for research studies in education made by local school systems, by individual researchers, by institutions of higher learning, or by any and all agencies working in education or related fields
 - d. To furnish professional guidance in educational research to boards of education, teachers, and others in need of such service

Article III. *Membership*

A. Composition

The State Superintendent's Advisory Council is concerned primarily with problems of educational policy and administration; therefore its membership shall consist largely of members of administrative professional organizations. The president of each organization shall annually inform the Superintendent of Public Instruction of the official members and alternates.

B. Upon invitation of the Superintendent of Public Instruction, the following organizations may designate official members on the Council in the following allocation:

1. Association of California Public School Superintendents -----	6
2. Association of California Secondary School Principals -----	3
3. California Elementary School Principals Association -----	3
4. California Junior College Federation -----	3
5. California School Supervisors' Association -----	3
6. California Association of Adult Education Administrators -----	3
7. California Teachers Association :	
Executive Secretary -----	1
Classroom Teachers' Department -----	6
	— 7
8. Association of California Classroom Teachers -----	1
9. California Association for Childhood Education -----	1
10. California Congress of Parents and Teachers -----	2
11. State College Presidents -----	1
12. University of California (President of his representative) -----	1
13. California Association of Public School Business Officials -----	1
14. California School Trustees' Association -----	1

C. There shall also be included such other professional organizations and individuals as the Superintendent of Public Instruction in his judgment from time to time shall deem appropriate.

Article IV. *Organization*

A. The officers of the Council shall be a chairman, vice-chairman, secretary, and executive committee.

B. The Executive Committee shall consist of nine members appointed by the Chairman with the approval of the Council.

C. Duties of officers

1. Chairman. The Chairman shall:

- a. Preside at all meetings of the Council
- b. Be an ex-officio member of all committees
- c. With the advice of the Executive Committee, appoint such committees as seem needed to carry on the administration of the Council

2. Vice-chairman. The Vice-chairman shall perform all the duties of the Chairman in the absence of that officer.
3. Secretary. The Secretary shall:
 - a. Keep a roll of official members and alternates
 - b. Keep a record of all meetings and distribute the minutes to the members
 - c. Conduct the business correspondence of the Council and keep a file of same
4. Executive Committee. The duties of the Executive Committee shall be:
 - a. To develop programs for meetings of the Council
 - b. To advise with the Superintendent of Public Instruction on appointment of committees to perform special studies or other functions of the Council
 - c. To serve as a steering committee and to recommend to the Council rules and procedures

D. Election of officers

1. The Superintendent of Public Instruction is ex-officio the chairman.
2. The Vice-chairman shall be elected at the annual meeting of the Council.
3. The Secretary and the Executive Committee members shall be appointed by the Chairman at the annual meeting, subject to approval by the Council.

E. Nomination and election of Vice-chairman

Prior to the annual meeting, the Chairman shall appoint a nominating committee which shall present to the members at the annual meeting such nominees as will provide the professional leadership needed by the organization. These nominations shall be presented at the annual meeting and further nominations shall be permitted from the floor. The Vice-chairman shall be elected by a majority vote of all members present at the annual meeting.

F. Meetings

The Advisory Council shall hold at least two meetings per year, one within each six months' period.

G. Annual Meeting

The annual meeting shall be held in the fall.

Article V. *Conduct of Meetings*

Robert's Rules of Order, Revised, shall govern the conduct of meetings of the Council.

SUMMARY OF REPORT OF THE COMMITTEE ON ORGANIZATION AND IMPLEMENTATION OF A PROGRAM OF RESEARCH

The Committee on Organization and Implementation of a Program of Research, with Forrest G. Murdock, Principal of the San Jose High School, as acting chairman, recommended that Chairman John A. Sexson, City Superintendent of Schools, Pasadena, communicate with all educational organizations in the state, advising them that the committee has been set up to co-ordinate the program of research.

It was also recommended that the committee, when fully organized, scrutinize the research material which has been turned in and then submit to the Superintendent of Public Instruction whatever report may be deemed best.

SUMMARY OF REPORT OF THE COMMITTEE ON REHABILITATION OF VETERANS

B. O. Wilson, County Superintendent of Schools, Contra Costa County, Chairman of the Committee on Rehabilitation of Veterans, reported that the committee, in defining "rehabilitation," had agreed (a) to recognize the imminence and magnitude of the problem of meeting the "educational deficit," (b) to call attention to the "rehabilitation problem" as being *most serious* in having responsibility for the vocational retraining of workers and migrants who are "veterans of the industrial front," and (c) to limit itself to the problem of the *disabled veteran of military forces*. The official agencies dealing with this problem are the U. S. Veterans' Administration; the Veterans' Welfare Board of the State of California; and the Bureau of Vocational Rehabilitation, California State Department of Education.

Confusion is caused by many committees working independently, by the assumption of counseling responsibilities by the U. S. Employment Service, and by independent school units bargaining with the federal government for contracts to educate veterans—able and disabled.

The committee adopted four recommendations:

1. That the appropriate state agency be requested (a) to set up and, if possible, enforce, a uniform policy of computing and arriving at

an equitable arrangement or contract with the federal government relating to rehabilitation of veterans; and (b) to make the legal regulations available to all those interested.

There are two general classifications of disability—physical and so-called mental.

2. Since it is apparent that the instructional problem involving the nineteen-year-old adult, the cripple, or any veteran is a highly specialized problem, the teachers *must have training*. It is, therefore, suggested by the committee that the teacher-training institutions be asked to (a) offer such training as soon as practical; (b) prepare materials that will be useful to in-service training, as well as to those doing resident study; and (c) utilize the experience of actual field workers in designing and teaching in the training programs, as well as teaching in the field, in order to offer practical training and avoid being academic.

3. That the appropriate state departments advocate that the training and rehabilitation of veterans be made available to them as close to their "homes" as is practical, and that centralization of the institutions be avoided.

4. That the committee establish contact with as many other committees as it finds working on this problem, and that it address itself to effecting a coordination of such efforts, to avoid duplications.

SUMMARY OF REPORT OF THE COMMITTEE FOR STUDY OF LEGISLATIVE PROPOSALS

Frank M. Wright, District Superintendent of El Monte Elementary Schools, Chairman of the Committee for Study of Legislative Proposals, submitted the following recommendations for his committee:

1. That a standing committee on legislation be appointed to consist of one or more representatives of each organization represented by the membership of the Council, such committee to have the following purpose and functions:
 - a. To present to the Council from time to time for its action, and for instructions as to the activities of the committee relative thereto, recommendations concerning pending or proposed legislation, in the interest of the immediate and long-term welfare of public education.
 - b. In the achievement of this purpose, it should be the responsibility of the committee:
 - 1) To solicit the co-operation of the several professional and related organizations, particularly those represented on the Council, by requesting such organizations to refer

proposals and recommendations for educational legislation to the committee for review, recommendation and co-ordination ; and

- 2) To review the various proposals for educational legislation which from time to time may be presented ; and
 - 3) To initiate proposals for educational legislation, for action by the Council and reference to the several organizations represented thereon.
2. That the committee on legislation be requested by the Council to undertake an immediate study of the problem of additional state support for elementary schools and such other educational legislation as may come before the Legislature prior to its next regular session, and to take appropriate action thereon.
 3. That the committee be authorized to request the co-operation of the committee on research, if such a committee is established by the Council, in the preparation and analysis of data bearing on proposed or pending educational legislation which may be under consideration by the committee.

SUMMARY OF REPORT OF THE COMMITTEE FOR TEACHER SELECTION AND TRAINING

The Committee for Teacher Selection and Training presented the following report through its Chairman, C. W. Preston, Principal of the Cortez Street Elementary School, Los Angeles :

Four phases of the problem of teacher selection and training were considered: Recruitment, Conversion of War Emergency Credentials, Pre-service Training, and In-service Training.

1. *Recruitment*

- a. Basic to any widespread attraction of prospective teachers to the teaching profession is an improvement in salaries and a reduction in teaching load. The profession must become more economically and socially desirable if persons of acceptable professional caliber are to be encouraged to enter the field of teaching.
- b. In all high schools and colleges throughout California it is imperative that counselors provide vocational guidance leading competent young persons to a career in education.
- c. Research studies now available should be used and new studies should be set up to determine qualities in young people which are predictive of success in teaching.

- d. Social experiences with children should be provided as a part of the high school curriculum to interest young people in work with children as a career.
- e. Interested organizations should be encouraged to lend their support to this need by establishing scholarships leading to education careers and by supporting legislation designed to improve conditions surrounding teaching as a vocation.
- f. Teachers should ask their friends who hold teaching credentials to return to service.
- g. Radio and the press should be used to broadcast the need for teachers and to urge the holders of teacher credentials to contact local superintendents or to communicate with the State Department of Education.

2. Conversion of War Emergency Credentials

Inasmuch as 3150 war emergency credentials have been issued to date, plans should be given careful consideration whereby persons who have served during this emergency may convert their war emergency credentials into regular credentials.

3. Preservice Training

It is recommended that a legislative appropriation be sought to carry on a comprehensive functional analysis of teacher education aiming toward the establishment of an education program to provide professionally and socially competent teachers for every classroom.

4. In-service Training

It is recognized that the service of the teacher educational institutions must be continued by adequate programs of professional supervision and direction of instruction in service. Young teachers must be given recognition and praise for competent service if they are to continue and improve the desirable procedures taught in the teacher training institutions.

Closer relationships should be established between teacher training institutions and school systems.

Summer sessions should maintain well-staffed demonstration schools where teachers may observe modern instructional procedures and materials in use. Experience in workshops, critiques, and discussion groups should be based upon such observation. All credentials for principals and supervisors should be limited to a five-year period with renewal subject to additional training and successful experience.

SUMMARY OF REPORT OF THE COMMITTEE ON AUDIO-VISUAL EDUCATION

The following recommendations of the committee, presented by Chairman Ruth Edmonds, Supervisor of Instruction, Colusa County, were adopted:

1. It is recommended that the State Superintendent of Public Instruction provide for services concerned with the production, procurement, and utilization of audio-visual instructional materials.
2. The major function of this service shall be:
 - a. To gather, evaluate, and disseminate throughout the state, information regarding audio-visual instructional materials and services
 - b. To function as a clearinghouse for experimental studies and research activities relating to this field
 - c. To set up and publish standards and qualifications for equipment and instructional materials, and to help producers in their production
 - d. To help organize in-service training of teachers in the use of equipment and materials
 - e. To encourage the teacher education institutions to set up courses in the use of audio-visual materials
 - f. To help supervisors and administrators operate a functional program which makes effective use of all those educational tools
 - g. To edit and supervise the publication of a regular bulletin to include bibliographies, methods, materials, and equipment and such other services as the Superintendent of Public Instruction may direct.
3. A biennium budget of \$50,000.00 is recommended for this service.
4. If legislative enactment is necessary to provide for this service, the committee requests Dr. Walter F. Dexter to have prepared a bill for submission to the California Legislature at the earliest possible time.

SUMMARY OF REPORT OF THE COMMITTEE ON STANDARDS FOR SCHOOL BUILDINGS AND EQUIPMENT

John T. Cate, Assistant Superintendent, Glendale Public Schools, and Chairman of the Committee on Standards for School Buildings and Equipment, stated that the committee understands that its responsibility is to act as a clearinghouse for the organizations studying postwar

needs for buildings and equipment, and also to act in an advisory capacity to Charles W. Bursch, Chief of the Division of Schoolhouse Planning, California State Department of Education.

The California Association of Public School Business Officials has an active committee on Postwar Planning on which Dr. Bursch and the committee chairman are serving. Some 125 school districts in the state have already set aside a total of \$10,000,000 in cumulative building funds. In addition to this, other districts are raising a definite sum each year for future building programs and purchasing short-term negotiable war bonds.

If the committee were supposed to give advice, it would definitely urge all boards of trustees and boards of education to set up a definite fund-raising program over a period of years. It probably will be difficult to vote bonds after the emergency. Plans and specifications should be prepared for the projects for which there is a definite, known need so that, if there is a federal works program after the war the districts will have plans for an immediate start on their programs and the funds to match the federal aid. Also, school districts should notify the State Department of Education of their plans and obtain approval.

The committee is of the opinion that two suggestions should be made to all the school districts in the state:

1. If there is to be a federal works program, an adequate and definite amount should be earmarked for school plants and equipment, and the allocation should be based on need rather than on the size of the district. Competition with other governmental agencies will be very keen, and the schools might suffer if the proper safeguards are not set up in a federal works program. Some cities are already planning on a community-wide basis.

Two years ago a federal agency known as Public Works Reserve had a staff in the field collecting a "shelf of projects" for a future public works program. School districts which filed applications should not sit back and consider that such action alone has placed them in line for federal assistance. The United States Office of Education made a similar survey. Both agencies stopped solicitation months ago.

2. The buildings should be planned by local school administrative units under State Department of Education regulations, and no authority should be given to any federal agency to change the plans. There is a bill before Congress known as the Thomas Bill, proposed by the National Association of Schoolhouse Planning, which carries an appropriation of \$1,000,000 per year for three years, and provides for a program of federal aid to the states for the purpose of making a survey of school building needs.

The high school principal on the committee has called attention to changed needs in his field in the postwar period. An example is the need for swimming pools, as the federal government has certainly put its stamp of approval on this type of training. Another member of the committee has called attention to the need for a parents' or community room in each school. Buildings will be planned with movable partitions so they will not become obsolete in fifteen or twenty years and, no doubt, many new types of equipment will be developed.

Each organization represented on the Council should send in ideas and recommendations to this committee, and the members will try to gather and present the material at the proper time.

SUMMARY OF REPORT OF THE COMMITTEE ON POST-HIGH SCHOOL EDUCATION

The report of the Committee on Post-High School Education was presented by Chairman A. C. Roberts, President of the San Francisco State College.

Two broad classes of youths and adults whose needs require services beyond the regular high school program are graduates who continue their schooling at another institution and young adults who have not graduated. High school graduates are to be found in the junior colleges, in colleges and universities, and in professional, technical and trade schools. Their progress is on the whole systematized and regular. The institutions into which they go are established and well organized. These students and institutions do not fall within the immediate interest of this committee, although there are many unsolved problems in the area which deserve later consideration.

Young adults who have not graduated or who have not continued their schooling beyond high school number thousands. These young adults together with older men and women are to be found in college and university extension courses, in vocational, trade, and commercial schools, in high school and junior college special and evening departments, and in numberless other types of adult education.

Adult education is youthful, only twenty years old this year. The most difficult administrative, instructional, and financial problems lie at present in this form of public education. Lack of expert guidance and administration, lack of clearly understood objectives, and lack of orderly and adequate financing, coupled with overwhelming numbers of students and unprecedented demands for new and often inadequately developed courses have made of adult education the most unsatisfactory and most criticized of our activities.

In some communities struggles for control of this program have arisen between the day and the night programs of junior colleges. Adult classes have been offered in the same subjects on high school and the junior college levels in academic, recreational, commercial, skilled trades, and numberless other subjects.

Further to complicate the present situation, a federal program supported by federal funds may be offered on a national scale under the direction of federal officials. This has led to conflict in the past. It is sure to be worse when promoted as a part of a great postwar program.

Preliminary recommendations:

1. Make adequate provision in State Law for the entire Adult Education program by new legislation. There has been sufficient experience by this time to afford safe guides for a complete legal definition and organization of this work.
2. Provide direct and adequate financing for adult education by statute. Relieve school officials of the impossible tasks of applying to the support of adult education the present legal provisions for the support of high schools and junior colleges. Define attendance. Limit the application of the provision for bonuses, etc.
3. Eliminate competition among areas of public education.
4. Train, credential, and appoint full-time adult-education curriculum and administration experts.
5. Support the program of the new Chief of the Division of Adult and Continuation Education.
6. Provide the educational service that the individual needs, wherever and whatever it may be.

TRENDS IN THE ISSUANCE OF DOCUMENTS AUTHORIZING PUBLIC SCHOOL SERVICE IN CALIFORNIA

JOEL A. BURKMAN, Assistant Director of Education

During the six months' period, July 1 to December 31, 1943, the Division of Credentials of the California State Department of Education issued a total of 10,941 documents authorizing public school professional service. Of this number, 2,246 were issued on the emergency basis. The detail of the number and kind of documents issued during this period is shown in Tables 1 and 2.

TABLE 1
NUMBER OF DOCUMENTS AUTHORIZING PUBLIC SCHOOL SERVICE ISSUED
BETWEEN JULY 1, 1943, AND DECEMBER 31, 1943

DOCUMENTS	NEW CREDENTIALS OR PERMITS		Renewal of cre- dential or permit	Life diploma	Total
	Issued on direct appli- cation	Issued on recom- men- da- tion of autho- rized insti- tu- tion			
Credential:					
Administration-----	175	384	29	48	636
Emergency High School-----	268	-----	-----	-----	268
General Elementary-----	2,138	210	202	363	2,913
General Secondary-----	844	269	219	430	1,762
Health and Development-----	158	-----	8	27	193
Junior College-----	5	4	4	14	27
Junior High only-----	403	77	32	72	584
Junior High and Elementary-----	-----	-----	34	-----	34
Kindergarten-Primary-----	147	32	21	35	235
Special Secondary-----	1,763	86	1,206	143	3,198
Supervision-----	19	2	2	1	24
Child Care Center permits-----	641	-----	-----	-----	641
Lecture permits-----	426	-----	-----	-----	426
Totals-----	6,987	1,064	1,757*	1,133	10,941

* In excess of 1,000 applications for the renewal of credential have been canceled and the accompanying fees returned because all regular credentials are continued in force to July 1, 1945, by provisions of Chapter 819, Statutes of 1943.

TABLE 2

**NUMBER OF CREDENTIALS ISSUED ON AN EMERGENCY BASIS,
JULY 1, 1943, TO DECEMBER 31, 1943¹**

CREDENTIAL	New credential	Renewal	Total
Administration.....	27	4	31
Emergency High School.....	268		268
General Elementary.....	1,156	22	1,178
General Secondary.....	92	10	102
Health and Development.....	81	1	82
Junior High Only.....	35	5	40
Kindergarten-Primary.....	72	2	74
Special Secondary.....	286	179	465
Supervision.....	5	1	6
Totals.....	2,022	224	2,246

¹Included in data of Table 1.

The number of documents issued during each of the previous three school years is shown in Table 3.

TABLE 3

**NUMBER OF DOCUMENTS AUTHORIZING PUBLIC SCHOOL SERVICE ISSUED
DURING 1940-41, 1941-42, AND 1942-43**

DOCUMENTS	NEW CREDENTIALS OR PERMITS		Renewals of credentials or permits	Life diploma	Total
	Issued on direct application	Issued on recommendation by authorized institutions			
1940-41.....	5,222	3,782	4,435	1,302	14,741
1941-42.....	7,053	3,321	5,122	2,113	17,609
1942-43.....	6,321	2,809	4,779	2,314	16,223

An analysis of these data reveals the following trends:

1. The number of documents issued is increasing from year to year. The total in 1940-41 was 14,741 while at the present rate of issuance the total for 1943-44 will be in excess of 20,000.

2. The number of documents issued upon direct application is increasing at a greater rate than is the total number of documents issued. In 1940-41, a total of 5,222 documents were so issued while at the present rate the total in 1943-44 will be approximately 14,000.

3. The number of documents issued upon institutional recommendation is decreasing from year to year. The number so issued in 1940-41 was 3,782 while at the present rate the total for 1943-44 will be something over 2,000.

4. Emergency credentials were first authorized in 1942-43. The total issued that year was 900. The total of new emergency credentials issued during the first six months of the current fiscal year is 2,022. The rate at which emergency credentials are issued is increasing markedly from month to month. It appears, therefore, that the number of such credentials that will be issued during the current fiscal year will be considerably in excess of two times the number of 2,022 issued during the first six months.

5. The rate of renewal of credentials has decreased markedly during the current year. This decrease is due to the enactment of Chapter 819, Statutes of 1943, which continues in force until July 1, 1945, all regular credentials which were valid on August 4, 1943, the date the act became effective. The decrease does not, therefore, mean that teachers are permitting their credentials to lapse.

These trends undoubtedly arise primarily out of conditions created by the war emergency. They cannot be interpreted as permanent. When the emergency is over, the rate at which credentials are issued will undoubtedly be stabilized at some point below the present rate; the number of credentials issued annually upon institutional recommendations will increase and the number issued on direct application will materially decrease.

All emergency credentials are issued valid only for one year and are not renewable but may be reissued from year to year during the continuance of the emergency. If, therefore, present laws and regulations remain in effect, all teachers now serving on the basis of emergency credentials will be separated from their positions with public schools not later than the close of the school year during which the emergency is declared at an end. Any emergency teacher may, however, secure a regular credential at any time by meeting regular credential requirements. No change has been made in regular credential requirements on account of the emergency and no such change is contemplated. Emergency teachers who desire to continue in the profession must, therefore, take steps to qualify for a regular credential. Prior to the present war emergency, only two out of every three who qualified for a credential were employed in a school position requiring the holding of a credential. It is, therefore, not reasonable to expect that there will, following the war emergency, be any need for teachers with less than standard qualifications.

The enactment of Chapter 815, Statutes of 1943, authorizing the issuance of emergency credentials during the war emergency, the simplification of procedures of the State Board of Education regulations governing the issuance of credentials, and the increase in the appropria-

tion to the Division of Credentials constitute the acts that have made it possible to license and employ in the schools of the state the best available individuals. These actions have also eliminated any need to recruit teachers through county examinations, and all teachers licensed on the emergency basis will automatically be separated from their school positions at the close of the emergency. The present emergency needs are, therefore, being met in a practical way without any permanent lowering of standards of school personnel.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

WALTER F. DEXTER, Superintendent

AVAILABILITY OF NEW SCHOOL BUSES

The following quotation from a communication addressed on February 1, 1944 by J. W. Studebaker, United States Commissioner of Education, based on information given by the Office of Defense Transportation, is of immediate interest to the authorities of all school districts in need of school buses:

1. The War Production Board has approved the production of 5,440 medium chassis and 1,028 light heavy-duty chassis in 1944. All of the medium chassis will have a wheel base length of approximately 194 inches and the light heavy-duty chassis will have wheel base lengths of approximately 212 and 230 inches. These three lengths of chassis will be suitable for bus bodies having 8, 9, and 10 rows of forward facing seats. Apparently, any new smaller bus bodies must be mounted on used chassis.
2. Ford is the only company which is preparing a production line for the medium chassis.
3. Probably near two-thirds or roughly 4,000 of these chassis will be available for school use, including both public and private schools.
4. These buses are scheduled for production on a quarterly schedule. Approximately 20% of the medium chassis will be produced the second quarter, 40% the third quarter and 40% the fourth quarter. Fifty per cent of the light heavy-duty chassis are scheduled for production the third quarter and 50% the fourth quarter. This means that States must prepare a purchase schedule extending over the last three quarters of 1944. However, some buses are still available for purchase during the remaining part of the first quarter.
5. It is suggested that all States secure exact information on their new bus needs and be prepared to supply information on where and why the new buses are needed.
6. It is suggested that since the course of the war may affect this production schedule States submit applications for new buses in an order determined by urgency of needs.
7. Applications for new buses will continue to be handled as outlined in Chapter VI of 'School Transportation in Wartime.'

The State Department of Education has, through the county superintendents of schools, issued to all school districts providing transportation to pupils, forms upon which the authorities of the districts are requested to state their needs of the districts for new school buses during the current year. The prompt filling out and return of the forms is necessary. Instructions concerning the execution and return of the forms are contained on each form.

TIRES FOR SCHOOL BUSES

The following is a quotation from a release (ODT-461) issued by the office of Defense Transportation on January 24, 1943 and is applicable to school buses which are classed by ODT as commercial vehicles:

In order to provide for the maintenance of commercial highway transportation at a level required by the war effort and essential civilian activities, Mr. Eastman said, it is necessary for the ODT to determine the extent to which the denial of tire certificates threatens to slow down or immobilize essential rubber-borne services and facilities.

The ODT, therefore, is requesting all eligible bus and truck operators who are denied tire certificates by local ration boards for any reason to report such denials to the ODT Motor Transport district offices, together with the reason assigned by the board for the denial of the certificates.

On the basis of this information, Mr. Eastman said, the ODT will be able to determine not only the degree of unmet truck and bus tire needs, regionally and by classes of service, but also the nature and extent of the action to be taken by the ODT in giving assistance to the operators of such vehicles, if assistance is warranted.

* * * * *

At the same time, the ODT reminded operators of commercial vehicles of its previously announced procedure for providing assistance in cases where tire certificates are issued, but the holders are unable to locate the proper tires. In such instances, the operators should inform their ODT district offices. This information will be transmitted to the Office of the Rubber Director. The ORD, in cooperation with the ODT, will then endeavor to arrange for the proper redistribution of tires so that all certificates can be honored as quickly as possible after issuance.

(NOTE: The names and addresses of ODT Motor Transport District Managers are given in the following communication "Maintenance of School Buses.")

MAINTENANCE OF SCHOOL BUSES

The most urgent and important problems connected with the transportation of pupils is that of maintaining school buses in good operating order. School buses now operating must be made to last. The following information is given here to assist district school administrators and transportation supervisors.

1. Continuing attention must be given to the maintenance of school buses. Buses should be kept clean, adequately lubricated and otherwise serviced; frequent inspection, (daily, if possible) should be made; needed repairs promptly and skillfully made; and protection from the weather given when not in use. Buses should not be operated more than is absolutely necessary and all operations should be in strict accord with the policies established by the Office of Defense Transportation for the operation of school buses.

It is essential that tires be given the best of care.

2. There has been established in connection with the office of the District Manager of the four districts of the Division of Motor Transport, ODT, a Maintenance Advisory Committee, composed of various groups interested in motor transportation. It is the function of each such committee to have the latest information on supplies of repair parts, latest maintenance techniques and similar matters. Information can be secured from the committee in each district through the District

Manager of the Division of Motor Transport, ODT, whose name, address and territorial jurisdiction is given below:

I. Fresno District

John R. Calvert, District Manager
201 Patterson Building
Fresno, 1

Counties: Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono,
Tulare, Tuolumne, Stanislaus

II. Los Angeles District

William Klebenow, District Manager
212 Western Pacific Building
Los Angeles, 15

Counties: Imperial, Los Angeles, Orange, Riverside, San Bernardino, San
Diego, San Luis Obispo, Santa Barbara, Ventura

III. Sacramento District

A. C. Banks, District Manager
515 Forum Building
Sacramento, 14

Counties: Alpine, Amador, Butte, Calaveras, Colusa, El Dorado, Glenn,
Lassen, Nevada, Placer, Plumas, Sacramento, San Joaquin,
Shasta, Sierra, Sutter, Tehama, Trinity, Yolo, Yuba

IV. San Francisco District

Roy Long, District Manager
Rm. 465, 1355 Market Street
San Francisco, 3

Counties: Alameda, Contra Costa, Humboldt, Lake, Marin, Mendocino,
Monterey, Napa, San Benito, San Francisco, San Mateo, Santa
Clara, Santa Cruz, Solano, Sonoma

3. The necessity for school bus repair parts must be foreseen as far as possible.
In some instances parts have been taken from one school bus to keep others operating,
an act which must be avoided.

4. If a new or acceptable used part for a school bus repair cannot be secured
locally after diligent search, then, and then only, a request may be made to the
appropriate Maintenance Advisory Committee for assistance in locating the required
part. If such request is made the complete and accurate available description of
the part needed should be furnished including the make, model and engine number
of the bus, the maker's number for the part, and the function of the part.

The committee does not sell parts. It merely locates available parts when
possible.

5. Through the appropriate District Manager, Division of Motor Transport,
ODT, copies of a maintenance booklet entitled "Preventive Maintenance and Inspec-
tion Procedure" may be obtained. This booklet was prepared for ODT by the
Society of Automotive Engineers and is authoritative.

BUREAU OF BUSINESS EDUCATION

IRA W. KIBBY, Chief

STATE CONFERENCE ON BUSINESS EDUCATION

The annual State Conference on Business Education will be held at the Mayfair Hotel, Los Angeles, on Saturday, April 29. This conference is sponsored by the California Business Educators Association and the Bureau of Business Education, California State Department of Education. All school administrators and teachers interested in business education are invited to attend. The theme of the conference will be "Post-War Business Education."

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions, they have the limitations inherent in all digests. The reader is therefore urged to consult the complete text of a decision or opinion before taking any action based thereon.

It should be noted that following a decision, a hearing or rehearing of the case may result in setting aside the original decision. Consequently, before relying thereon, the status of each decision should be checked.]

APPELLATE COURT DECISIONS

Liability of School District for Injuries to Pupils Resulting from Schoolyard Fights

Where two pupils of a school district engaged in an altercation on the grounds of a school during the noon hour and one twisted the leg of the other until it was broken and the vice principal of the school who alone was supervising between 100 and 150 boys on the grounds (approximately 180 feet by 120-130 feet), although 19 or 20 teachers were available for supervision assignment, was standing 20 to 40 feet away from the pupils did not see or hear the altercation notwithstanding the screams of the injured pupil, the district was liable for the injury done the pupil under School Code Section 2.801 [now Education Code Section 1007], it being found that the vice principal could have prevented the injury if she had used ordinary or reasonable diligence to observe the conduct of the pupils and that the injury was due to the negligent supervision on the part of the district.

It is not necessary that an injury must be foreseeable by the school authorities or yard supervisor and it is not unreasonable to anticipate arguments and fights resulting in injuries when boys are at play, and under such circumstances the law imposes the duty on school authorities to provide sufficient supervision so that fighting may be stopped before serious injury results.

Charonnat, a Minor, etc. v. San Francisco Unified School District,
56 Cal. App. (2d) 840; hearing by Supreme Court denied.

Imposition of Penalties on Contractor on School District Contract for Violation of General Prevailing Wage Law

Where a contractor entered into a contract with the governing board of a school district for the construction of a school building, the contractor agreeing to conform to a resolution adopted by the board

pursuant to Labor Code Sections 1770, 1772, 1773 and 1774 determining the general prevailing rate of per diem wages, and the State Labor Commissioner found, after a hearing, that the contractor had not paid the general prevailing wages so determined because of exorbitant charges made by him to his employees for accommodations, and assessed the contractor the penalties prescribed by Labor Code Section 1775 and directed the school district to withhold the amount of the penalties from payments due the contractor under the contract where the evidence showed that such charges were, in fact, exorbitant, notwithstanding Labor Code Sections 223 and 224 permitting employers to contract with employees for services, the contractor was guilty of a violation of the Labor Code sections cited and could not recover the penalties from the district.

Shalz v. Union School District, 58 Cal. App. (2d) 599.

Renewal of Credentials

That rule of the State Board of Education requiring an applicant for the renewal of a teaching credential issued by the Board to verify "at least five months of successful teaching experience in the public schools of California" must be construed as requiring a showing of five months teaching without charges of unfitness or incompetency having been filed against the teacher. School Code Sections 5.381, 5.390-5.394 and 5.650 *et seq.* [now Education Code Sections 12752, 12776-12780, 13521, *et seq.*] show the legislative intent that no teacher, especially one holding permanent tenure, should be deprived of his credential without some sort of charges being filed against him, and without being afforded the right of trial thereon.

Matteson v. State Board of Education et al., 57 Cal. App. (2d) 991; hearing by Supreme Court denied.

Liability of School District for Injury to Pupil Arising From Dangerous or Defective Condition of Property or Grounds

Where in the complaint filed in action for damages instituted against a school district for injuries sustained by a pupil it was alleged only that the pupil, while engaged in a "running game" on the grounds of a school of the district, was injured by striking an unguarded protruding bolt on a flag pole and that the pupil was injured because of the negligence of the district and the governing board thereof in maintaining the flag pole with unguarded protruding bolts, the action is brought under Deering Act 5619 (Government Code Sections 1950, 1951, 1954 and 2000) and not under School Code Section 2.801 [now Education Code Section 1007], and the failure of the plaintiff to allege and prove actual or constructive

knowledge on the part of the district of the dangerous or defective condition complained of, and failure to remedy such condition, precludes recovery by him.

Hough, a Minor, etc., et al. v. Orleans Elementary School District, etc., 62 A. C. A. 172.

Service of Process on Governing Boards of School Districts

Where, in an action brought against a school district to recover damages for personal injuries alleged to have been sustained by plaintiff while on school premises under the control of the district, only the president of the three member governing board of the district was served with a summons, the other members of the board not being served with a summons and knowing nothing of the action until after a default judgment had been entered against the district, there was no such service of process as gave the trial court jurisdiction to enter the judgment or default since in the absence of specific statutory authority a court may not acquire jurisdiction to fasten a liability on the district where only one member of the board was served with process (citing School Code section 2.141 [now Education Code Section 2402].)

Gould, a Minor, etc., v. Richmond School District, 58 Cal. App. (2d) 497; hearing by Supreme Court denied.

Liability of School District and Employees for Injuries Caused by Unauthorized Use of Chemicals by Students

In this action where the complaint alleged that the defendant janitor of a high school of the defendant school district, in violation of the rules of the school, permitted two students to enter, remain in, and leave a chemical supply room without their being under observation and the students took certain chemicals to the home of one of the students and gave some to a boy of 17 at his request who then mixed them and was injured in the resulting explosion, the facts as set forth in the complaint were not sufficient to show negligence on the part of the defendants or to impose any liability on the defendants for the injuries to the plaintiff. Even assuming the defendants were guilty of some negligence, the intervening acts of the students who took the chemicals from the storeroom broke the chain of causation and relieved the defendants of responsibilities for the plaintiff's injuries unless the defendants should have anticipated those acts as reasonably liable to happen.

Frace, a Minor, etc., v. Long Beach City High School District, 58 Cal. App. (2d) 566; hearing by Supreme Court denied.

Discretion of School District in Selecting Land for Acquisition by Eminent Domain Proceedings

In an action in eminent domain instituted by a school district under Code of Civil Procedure Sections 1242 *et seq.*, the act of the school district in selecting the particular site to be condemned must, in the absence of evidence to the contrary, be presumed to be correct and lawful. In all cases where land is required for public use the state or its agents in charge of such use under Code of Civil Procedure Section 1242 may survey and locate the land and in doing so is vested with wide discretion. The school district is the agent of the state in charge of the use for which the land was sought (Civil Code Section 1001; School Code Sections 6.102-6.103 [now Education Code Sections 18403-18404].)

Montebello Unified School District v. Keay, 55 Cal. App. (2d) 839; hearing by Supreme Court denied.

ATTORNEY GENERAL'S OPINIONS

Use of County Elementary School Supervision Fund for Purchase of Automobile for Supervisors

The cost of an automobile purchased by a county superintendent of schools for the use of supervisors employed by him to supervise instruction in the elementary school districts of the county having an average daily attendance of less than 300 is, under School Code section 4.788 [now Education Code Section 5216] a proper charge against the County Elementary School Supervision Fund as is the cost of fire, theft, public liability, and property damage insurance on such automobile in favor of the county. (AGO NS4640, December 9, 1942.)

Furnishing of Health Services to School District by County

Although Health and Safety Code Section 485 authorizes the making of a contract between a county superintendent of schools and the county board of supervisors for the performance by health officers or other employees of county health departments of any or all of the functions and duties set forth in Chapter 4, Part 1, Division 1 of the School Code (comprising School Code Sections 1.100 *et seq.* [now Education Code Section 16416 *et seq.*]), there is no provision of law which obligates a county, through its board of supervisors, to supply the services of a school nurse, under the supervision of the County Health Officer, to elementary schools in the absence of a contract. (AGO NS4668, December 24, 1942.)

Letting of Contracts by School District for Materials and Work Required for Instruction of Military Personnel

Under Chapter 1, Statutes, First Extraordinary Session, 1941-1942, and School Code section 6.37 [now Education Code Section 18058] the governing board of a school district, if it enters into an agreement with the United States Government to instruct, board, and lodge aviation cadets for the Army, may purchase necessary material and do necessary construction work without letting contracts therefor to bids. (AGO NS4729, February 19, 1943.)

Admission of Child to First Grade on Completion of Kindergarten

The fact that a child has been lawfully admitted to a kindergarten of a school district and has completed the work thereof does not entitle him to admission to the first grade of an elementary school of the district if he is not of the minimum age prescribed by Education Code Section 8503 for admission to the first grade. (AGO NS5245, December 15, 1943.)

Medical and Surgical Treatment of Pupils of the California School for the Deaf

Where the parents, or guardian, of a pupil enrolled in the California School for the Deaf [Education Code Sections 20751-20799] have, in writing, authorized the Superintendent of the School, or his representative, in the event of the sudden illness or injury of the pupil to provide all necessary medical and surgical care and have granted any hospital permission to render immediate medical aid or surgery in such case, such authorization negatives any claim by the parents or guardian that the Superintendent was directed not to authorize an emergency operation except when consented to by the parents or guardian.

In the absence of such consent, or if the consent once given has been revoked, the Superintendent would be justified, if not obligated, to authorize an emergency operation on a child at the school without waiting to secure the consent of the parents or guardian where physicians advise such delay might prove fatal.

The Superintendent would not be liable for faulty diagnosis or malpractice or an unsuccessful operation unless it could be shown that he selected or agreed to an operation or treatment by one known to him or one he should have known was incompetent.

A child may not be excluded from the school merely because his parents or guardian refuse to execute an Application for Admission giving the Superintendent the authorization referred to above.

The execution of such authorization by the two parents of a child would not affect the child's right of action in the event of injury if he is the victim of tortious conduct, but the husband's signature to a waiver of damages would be binding on the mother. (AGO NS5270, December 30, 1943.)

Maintenance of Classes by School District Outside Its Boundaries for Mexican Nationals Employed Under Agreement Between United States and Mexican Governments

Under School Code section 3.223 [now Education Code Section 8006] the governing board of a school district may establish classes outside the boundaries of the district for the giving of instruction to nationals of Mexico employed in California under an agreement between the governments of the United States and of Mexico to alleviate the labor shortage and aid in the successful prosecution of the war since such nationals may be said to be in the service of the United States.

(Letter of Attorney General to Lawrence I. Hewes, Jr., June 11, 1943.)

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at the meeting in Sacramento, January 24 and 25, 1944.

Approval of Appointments to State Curriculum Commission. The Board approved the following appointments by Superintendent of Public Instruction Walter F. Dexter to the State Curriculum Commission:

*Term Expires
August 29*

H. M. MCPHERSON, District Superintendent of Schools and Principal of the High School and Junior College, Napa Union High School District ----- 1947

RUBIE BURTON, Teacher, La Cumbre Junior High School, Santa Barbara 1946

Dr. McPherson fills the position specified in Education Code Section 10002 as a "person employed in a junior college in a position requiring certification qualifications," and replaces A. R. Lang of Fresno State College. Miss Burton fills the position of classroom teacher specified by Education Code Section 10002 and replaces Miss Gertrude Cross of the Oakland Public Schools.

The Board approved the reappointment of the following members:

*Term Expires
August 29*

M. G. JONES, District Superintendent of Schools and High School Principal, Huntington Beach Union High School District ----- 1947

MRS. DOROTHY HARSIN, Supervisor, Personnel Division, Los Angeles Public Schools ----- 1947

JAY D. CONNER, Assistant City Superintendent of Schools, San Diego ----- 1947

Adoption of Teacher's Manual in Handwriting. The Board adopted the teacher's manual in handwriting published by the Laurel Book Company and designed to accompany the books of the New Laurel Handwriting Series and to which was added for teachers of the first and second grades material prepared by the publishers under the direction of the California State Curriculum Commission.

Regulation on Issuance of Credentials. The Board enacted regulations for the issuance of an Emergency Secondary School Credential and certain emergency war production training credentials.

NOTE: Copies of the regulations in mimeographed form may be secured from the Division of Credentials.

Resolution on Santa Barbara State College. The Board passed the following resolution relating to Santa Barbara State College and to the co-ordination of higher education.

WHEREAS, The Regents of the University of California have declared their intention to incorporate the Santa Barbara State College as a branch of the University of California in accordance with provisions of Chapter 1130, Statutes of 1943; and

WHEREAS, Such declaration is accompanied by a statement indicating a contemplated expansion of similar procedure in the cases of other state colleges; now, therefore, be it

Resolved, That although this board believes that some plan for the co-ordination of higher education in California may be advisable, any such plan is acceptable only if it preserves the distinctive place and function of the state colleges and deals with them as a unified group rather than piecemeal and with the approval of the people as expressed in the Constitution.

Rules and Regulations. The Board enacted Rules and Regulations as follows.

The rules and regulations relating to evening secondary schools and to special day and evening classes were amended and enacted as Section XV of Part I of the Rules and Regulations of the State Board of Education.

NOTE: The amended Rules and Regulations will soon be published by the California State Department of Education in a bulletin on the administration of adult education.

Subdivision A of Section II of Part I of the Rules and Regulations of the Board was amended to read as follows:

A. In all types of schools and classes, all time spent by pupils within the school in activity approved by the principal and all time spent in any educational activity which is a definite part of the student's assignment and which is conducted by or under the supervision of a legally certificated teacher employed by the governing board of the district, during the hours of the regular school day as established by resolution of the governing board of the district, or in the case of special day and evening classes, during the hours fixed for such classes, may be counted as pupil attendance to be credited for apportionment purposes. In no case, however, may time spent by pupils during luncheon periods be credited as attendance for apportionment purposes.

During any war in which the United States of America is engaged time spent by pupils of a secondary school in a program of classroom instruction and training at work for alternating periods supervised by the school district maintaining such school authorized by the governing board of the school district, approved by the State Department of Education, and recognized as a part of the pupil's individual curriculum may be credited as pupil attendance for apportionment purposes.

NOTE: The word "secondary" was amended out of the above quoted subdivision by the Board at its October, 1939, meeting. In the preparation of the amendments to the subdivision adopted by the Board at its July, 1943, meeting, which added to the subdivision the second paragraph thereof, the text of the subdivision was, through error, copied as it existed prior to the 1939 amendment. The amendment now enacted corrects the error made and gives the subdivision the effect intended.

Section XVI, reading as follows, was added to Part I of the Rules and Regulations of the Board.

SECTION XVI

A. The following rules of procedure are established under the authority of Education Code Section 112 for the administration of Education Code Section 12751:

1. A complaint may be filed with the State Board of Education by the governing board of the school district concerned. Such complaint must be in substantially the form prescribed and furnished by the State Board of Education.

2. A complaint shall be deemed filed with the Board when received in the Sacramento office of the Secretary of the Board.
3. Upon the filing of a complaint with the Board, the Secretary thereof shall set the complaint for hearing at the first meeting of the Board which will be held after the expiration of 30 days subsequent to the filing of the complaint and shall not less than 25 days prior to such meeting notify, by registered mail addressed to his last known address, the person against whom the complaint is made of the fact of the filing of the complaint and shall forward with such notice a copy of the complaint, a copy of this section, and a notice of the time and place when and where such complaint will be heard.

At the same time the Secretary of the Board shall notify the complaining board of the time and place where the complaint will be heard attaching to such notice a copy of this section.

4. The person complained of and the complaining board shall have the right to be present at such hearing or to be represented by any person named by such party and to offer evidence.
5. In lieu of appearing in person or by representation the person complained of may make answer, offer defense and submit evidence by mail or otherwise as he desires.
6. Notice of intention to appear at such hearing must be given to the Secretary of the Board not less than 10 days prior to said hearing.
7. Technical rules of evidence shall not be applicable to the hearings before the Board.
8. No testimony shall be received except upon oath or affirmation.
9. The State Board of Education shall determine as expeditiously as possible after the hearing whether the allegations contained in the complaint have been proved and the Secretary shall immediately notify the parties of the decision of the Board.

Section XVII, reading as follows, was added to the Rules and Regulations of the Board.

SECTION XVII

The provisions of this section are adopted under the authority of Education Code Section 8823 and comprise the rules and regulations affirming and fixing the minimum standards entitling districts to receive state aid for the support of junior colleges:

- A. The governing board of each district maintaining one or more junior colleges must, as to each junior college, comply with the following requirements:
 1. *Objectives.* The junior college must have stated objectives of its instructional program and the functions which it undertakes to perform.
 2. *Curriculum.* The junior college must establish such programs of education as will permit the realization of the objectives and functions of the junior college.
 3. *Faculty personnel.* The junior college must have an adequate teaching staff of scholarship, experience, and teaching ability for each major field of the curriculum.
 4. *Conditions of instruction.* The junior college must have a sufficient number of faculty members to enable students to receive individual guidance and assistance in learning and to permit the continued professional growth of the faculty members.

At the meeting of the Board held in Sacramento on October 21, 22, 23, 1943, the following changes were made in the Rules and Regulations of the State Board of Education governing pupil transportation.

1. Subdivision 5 was added to Section IV to read as follows:
5. Every school bus driver shall possess a first aid certificate issued by either the American Red Cross or the United States Bureau of Mines, within 60 days after the issuance to him of his school bus driver's certificate, otherwise such school bus

driver's certificate shall become void. The period of time herein fixed for the securing of the required first aid certificate may be extended by the California Highway Patrol when it appears that facilities for the obtaining of such first aid certificate is not reasonably available.

2. Subdivision 4 was added to Section IV, to read as follows:

4. The Department of Motor Vehicles shall not issue a school driver's certificate to any applicant who has been convicted of a felony or who has been convicted within the three years next preceding the applicant's application for such certificate of any violation of the Vehicle Code involving personal injury, drunk driving or reckless driving. The Department of Motor Vehicles shall require every applicant for a school bus driver's certificate to be fingerprinted in such fashion as may be necessary to facilitate the giving of effect to this paragraph.

3. Subdivision 1 of Section IX was amended to read as follows:

1. Pupils transported in a school bus shall be under the authority of and responsible directly to the driver of the bus. Continued disorderly conduct, or persistant refusal to submit to the authority of the driver shall be sufficient reason for refusing transportation to any pupil and for such other punishment as the law may provide. The driver of any school bus shall be held responsible for the orderly conduct of the pupils transported. *No bus driver shall require any pupil to leave the bus before such pupil has reached his destination.*

4. Subdivision 8 of Section X was amended to read as follows:

8. The driver of a school bus shall bring the bus to a full stop at all railroad grade crossings at least 10 feet and not more than 50 feet from the nearest rail, and must not proceed until he has *fully opened and closed the entrance door of the bus and has by hearing and sight ascertained that the tracks are clear in both directions and that the bus may proceed safely.* After making the stop provided for in this paragraph, the bus shall be driven in low gear across the tracks.

5. Subdivision 19 of Section X was amended to read as follows:

19. No school bus operator shall work as a school bus driver or operator for more than 10 hours in any 24-hour period, and no driver shall do more than 15 total hours of work in any 24-hour period, including the driving of a bus and any other work.

Approval of Organizations for School Membership. In accordance with Education Code Section 4861, the Board approved the following organizations for which memberships for schools may be paid from school district funds, effective for the school year 1943-44:

California Elementary School Principals Association, Mrs. Kathleen H. Stevens, Secretary, 1321 Cortez Street, Los Angeles

California Secondary School Principals Association, Harry C. Hansell, Secretary, 420 Castenada Avenue, San Francisco

Revocation of Credential. The Board revoked the general secondary credential issued to Sterling P. Kincaid, II, at the request of the holder, in accordance with the provisions of Education Code Section 12754.

ORDERS FOR JUNIOR AUDUBON CLUB MATERIALS

Orders from schools for Junior Audubon Club supplies and materials should be sent direct to Audubon House, 1006 Fifth Avenue, New York, 28. These orders should not be sent to Miss Helen Pratt of Eagle Rock, who is no longer on the staff of the Audubon Society.

STATEMENT OF PURPOSES OF THE COMMISSION ON TEACHER EDUCATION

The preliminary report of the Commission on Teacher Education of the American Council of Education is now being distributed in printed form under the title, *Teachers for Our Times*.

The Introduction to the book provides a detailed account of the Commission's philosophy and working policy. The main body of the publication is divided into four parts: The American Teacher; Our Country, Our People; Our Children, Our Schools; Teachers for Our Times. These sections describe the characteristics of teachers now in the profession; the kind of cultural situation and environment in which our schools are placed; the needs of the children developed within the American environment and the kind of schools that can best satisfy their needs; and the kind of training necessary for teachers in a democracy in the twentieth century.

The book may be secured from the American Council on Education, 744 Jackson Place, Washington 6, D.C. The price is \$2.00 for a single copy.

RESOLUTIONS OF THE CONFERENCE OF THE ASSOCIATION OF CALIFORNIA COUNTY SUPERINTENDENTS OF SCHOOLS

The following resolutions are contained in the report of the Resolutions Committee submitted to the Conference of the Association of California County Superintendents of Schools which took place in Sacramento on January 26 and 27, 1944.

In view of the announced objectives of the Association of California County School Superintendents to consider matters of common interest, to promote legislation for the best interests of education, and to improve the standards and services of the office of county superintendent of schools the following resolutions are submitted:

1. That the federal aid bill (S. 637—H.R. 2849) be supported by this Association and by the individual members thereof; that communications signifying this support be sent to the representatives in Congress indicating the action of this Association, as well as communications from the individual members of this Association, urging their support of the federal aid bill in the interests of equalization of educational opportunity.
2. That a letter be prepared by the officers of this Association conveying to Governor Warren our respectful reminder of the need for an additional appropriation for school purposes for the second half of the biennium, and further stressing the continuing need for more adequate financing of education in California, and last, conveying to the Governor our full expression of confidence in his continued friendly concern for the welfare of education.
3. That a sum in excess of present allocations for educational purposes in California be established for the equalization of educational opportunity in California; that this sum together with the specific details pertaining thereto be defined by the education committees of the Assembly and Senate, and that the appropriation

so identified be placed under the administration of the State Superintendent of Public Instruction.

4. That the Association go on record expressing appreciation to the participants in the conference on planning post-war education held January 10-11, 1944 at the University of California at Los Angeles; that this expression of appreciation be in the form of a letter from the proper officers of this Association directed to President Robert Gordon Sproul, and that the fifteen recommendations prepared at the said conference be seminar group eight on the county department of education in the post-war period be adopted as written as an extension of the resolutions of this present conference of the Association of California County School Superintendents, and that the report of group eight as indicated be included as follows:

1. That the Office of the County Superintendent of Schools in California be placed upon a professional basis and that every holder of this office be required to possess a state professional credential authorizing the performance of such services.

2. That all members of the staff of the County Superintendent of Schools performing professional services be placed on a professional basis and be required to possess the proper state credential authorizing the performance of such services.

3. That to districts which are not equipped to finance and perform themselves the services named below the following services be made available :

- | | |
|--------------------|--------------------------------------|
| a. Warrant Writing | c. Budget Counsel |
| b. Cost Accounting | d. Insurance and Surety Bond Counsel |

That a determined effort be made, through legislative action if necessary, to have the assessed values furnished to each school district in the state before August 1.

That a reasonably uniform method of distributing to school districts additional apportionments from unapportioned elementary school funds, with the exception of apportionments for temporary emergency conditions, be worked out on an equalization basis.

4. That the supervisory services to the public schools of California be strengthened by the adoption of a state-wide salary schedule commensurate with the responsibilities of the position for all supervisors whose salaries are paid out of the state supervision fund. We believe that this action will assist in stabilizing the supervisory services in post-war education.

5. That an expanded type of curricular service be developed through such channels as follows :

- a. Provision for making available increased professional consultation service to school districts in the matter of determining policy, developing plans, and initiating procedures ;
- b. Provision for instructional materials supplied through curriculum laboratory facilities, including source units and materials, curriculum monographs, course of study aids, and sample book libraries ;
- c. Provision for an extended research service and studies relating to community life and educational needs ;
- d. Provision for reciprocal services between county offices in such areas as : basic curriculum planning, development of curriculum laboratories, workshops for in-service education, curriculum building, preparation of materials for teachers and pupils, and research studies ;
- e. Coordination and intensification of consultative services in relation to the above and similar services provided by the State Department of Education, the State Colleges, and the University.

6. That the State Department of Education have included in its organization a Division of Audio-Visual Education, keyed to county services; that the federal, state, county, and district education agencies cooperate in the sponsorship of continued quality production of audio-visual aids of the types whose worth has been established by war training use.
7. That health services similar to those which have been introduced by county offices in response to war demands be maintained and strengthened after the war. These services should include: (1) the direction of the services of public school nurses in rural school districts; (2) the coordination of such services in the larger districts within the county, excluding chartered cities; (3) cooperation with other health agencies; (4) the extension of adequate facilities and services to all physically handicapped pupils; and (5) the provision for basic instruction in sex education and other aspects of social hygiene.
That we go on record as commending the California State Department of Education for the leadership shown by the Division of Health and Physical Education in the organization and coordination of health education on a state-wide basis and that the State Department of Health likewise be commended for its active cooperation in this state-wide program.
8. That attendance be recognized and administered as a phase of guidance; that child welfare be recognized and administered as part of the guidance program; and that the ideal of equalization to the rural child be recognized in terms of services as compared with services given to the city child.
9. That the several education agencies in the State of California, such as the State Department of Education, the Offices of County Superintendents of Schools, School Districts, State Colleges, and the University of California be urged to form a cooperating committee on Radio Services in Education; that this committee plan the mechanics of establishing a state-wide network of educational broadcasting stations operating on frequency modulation bands and plan further details of such a network organization; that the several educational agencies indicated above be urged to take immediate steps through plans formulated by the committee indicated for the reservation of these available frequency modulation bands for educational use; and that the State Department of Education be requested to initiate the immediate formation of this committee.
10. That the State Department of Education be requested to conduct a survey of county library services to schools for the purpose of determining the following:
 - a. The nature and extent of these services in the various counties of the state.
 - b. Suggestions and recommendations for improvement of these services.
11. That the credentialing of teachers remain under the direction and control of the State Department of Education but that each County Superintendent of Schools give such aid in the processing of credential applications as is justified by the degree of teacher shortage in the county.
That the sections of the Education Code providing for the granting of elementary school certificates on the basis of examination by County Boards of Education be repealed.
12. That the County Superintendent of Schools in each county make available to the school districts of the county an adequate teacher placement advisory service.
13. That continued recognition by the school people throughout the state be extended to *lay* citizens for their services in their important duties as members of Boards of Trustees and Boards of Education.

That County Superintendents of Schools be urged to bring before their annual Trustees' Institute the consideration of plans for meeting postwar educational problems.

14. That the State Department of Education call together representatives of the several interested organizations, including members of the education committees of the legislature, to propose legislation for more effective units of school organization and administration and for better equalization of educational opportunity and costs.
15. That the Department of Education of the State of California assume leadership and county superintendents assist local districts in developing postwar building plans because of the fact that the war has caused a great lag in the normal building program, and that estimates indicate that from 1949-1952 there will be two and one-half times as many students enrolled in grades one and two as at present; that a survey of preliminary plans be made indicating where there are needs and that actual working drawings be completed in the more urgent cases; and that school districts accumulate reserve funds to meet this need and thus be prepared to benefit from federal school building funds.
5. That the State Department of Education be asked to study the basis for average daily attendance apportionment to the end that schools will not be unduly penalized because of absences due to ill health; and more basically that the better health of the children will be promoted by their being thus motivated by the school to remain home when ill; and further that the State Department of Education be asked to initiate the necessary Department regulations and, if need be, legislation to bring about this desired adjustment.
6. That the assistance and cooperation in line of duty rendered by the State Department of Education under severe manpower shortages be recognized as exceptional services to education in California; as for example, through the clearance of the record on credential procedures.
7. That our president, Dr. C. C. Trillingham, be asked to appoint the following special purpose committees:
 - (1) A committee to confer with Assemblyman Bashore regarding ways and means of expediting Mr. Bashore's proposal of placing the offices of county superintendents on a state paid basis similar to superior court judges.
 - (2) A committee to confer with Dr. Dexter regarding the proposed new position of Chief of the Division of Audio-Visual Education.
8. That the fine leadership given to us by our president, Dr. C. C. Trillingham, be hereby acknowledged with appreciation.
9. That the legislative committee be instructed to draft legislation looking to the increasing of average daily attendance support of supervision for the county superintendent of schools.
10. That the legislative committee be asked to draft legislation making it possible for the county superintendent of schools to contract with districts for special services to be administered by him.
11. That the legislative committee be requested to draft proposed legislation to authorize elementary school districts in which the school has been destroyed by fire, flood or other public disaster, and in which other suitable accommodations for the pupils are not available, or districts in which because of other temporary emergency conditions such as inability to secure a teacher or inability to provide necessary transportation, to maintain school outside the boundaries of the district or to enter into temporary unionization with other districts pending ratification by election.

12. And last, that the friendly hospitality extended by the State Superintendent of Public Instruction, Dr. Walter F. Dexter, and members of his staff on the occasion of this conference be hereby acknowledged with a sincere vote of appreciation from the Association of California County School Superintendents.

THE ROLE OF THE JUNIOR COLLEGE IN MEETING POSTWAR EDUCATIONAL NEEDS

The following is the final report of the National Junior College Committee on Postwar Planning of the American Association of Junior Colleges. The report was adopted at a meeting in Cincinnati January 11, 1943. The California members of the Committee are John L. Lounsbury, Principal, San Bernardino Valley Junior College, J. W. McDaniel, Bakersfield Junior College, and C. S. Morris, Principal, San Mateo Junior College.

I. At the close of the war, there will be three large groups of people in America who will need assistance and training in readjusting themselves to prevailing social and economic conditions. These groups are:

- A. The millions of men and women demobilized from the armed forces.
- B. The millions of men and women in commerce, industry, and agriculture who must participate in adjustment from the production of the implements of war to the production of goods for a world at peace.
- C. The thousands of oncoming high school students whose aims will be shifted from preparation to participate in a war condition of fixed mass employment or military regimentation to one of preparation for self-chosen individual opportunity.

The numbers in each group will be so large, the shifts in occupational patterns so great, and the retraining needed to make the shifts so comprehensive that national security will be weakened unless a program of education designed to help in positive and constructive readjustment is developed.

II. The educational needs of these three large groups of people will demand training in:

- A. *How to prepare for, secure and hold a job in a peacetime world.* Millions of young men and thousands of young women who were never trained to secure and hold a job before, will be demobilized from the armed forces. Their training will have to be both technical and cultural if they are to fulfill the responsibilities of productive citizenship.
- B. *How men and women now currently employed in production for war can be retrained in new methods of production in a new world economy.* Adults of any community must have an understanding and appreciation of technological developments and the possibilities of adaptation to the productive life of the community.
- C. *How to establish and manage a home and family.* This type of training will be needed especially by those demobilized from the armed forces whose release will offer them their first opportunity in self-management. The millions who have worked in war production have learned how to possess property and develop a home where money is plentiful, but must yet learn how to possess the same things in a competitive society where resources and opportunities are limited.
- D. *How to live in a world at peace.* That world will be one composed of many complex and inter-dependent parts. When these young people return to the

normal pursuits of life in peacetime, they must learn the relationship of all phases of our national life to the complexities of an inter-dependent world. They must learn also to understand and appreciate the responsibilities of each citizen for maintaining the best elements of our own democratic society.

- E. *How to create for themselves high levels of personal adequacy and spiritual adjustment.* Skepticism, fear, and insecurity are major returns of war. Education shares with other social institutions the obligation to build new foundation for hopes, new bases for faith, new scales of values in life.

III. Nationally and locally we must recognize our obligations to meet the needs of these young Americans. We must provide schools with the vision, the teachers, and the facilities for the task. We must also provide the direction and assistance that will make equalization of educational opportunity a reality. Tested educational practices which must be followed in meeting the nation-wide needs are:

- A. Equalization of opportunity by providing adequate national, as well as state and local financial support.
- B. Utilization of past experience which dictates that the best results are obtained when the educational program is directed by the professionally trained educator.
- C. Preservation of local and institutional instruction by keeping the control of schools and colleges vested in local communities and constituencies.
- D. Full utilization of existing educational facilities and organizations wherever available and the development of locally controlled institutions where needed.

IV. *The junior college, conceived as the people's college, is the logical educational center for developing the varied types of training which will be needed by a great group of young adults returning to the ways of peace-time living.* Many junior colleges have been serving these functions for several decades. Their history and growth reveal established and virile institutions that have developed in response to local need. The strength of the junior colleges is their proved ability to accept as students, both youth and adults, irrespective of previous academic preparation or experience, and to aid both groups in attaining their goals in the light of their interests and abilities, precisely the type of service needed for a civilian population at war and by all people in the conversion to and maintaining of a peace-time economy. Sound educational administration and the American traditions dictate that the development and expansion of educational institutions to provide such service shall be the responsibility of the states, the local communities and the individual constituencies. Federal participation in this program should be limited to financial support and advisory services.

V. Junior colleges of America, serving as local or regional educational centers for meeting the needs of these young adults returning to the ways of peace-time living, must meet the challenge of post war conditions, rethinking and revitalizing the fundamental purposes of their educational effort. In doing this, our work will be strengthened if:

- A. We remember that colleges exist for the encouragement and facilitation of learning and that the purpose of all learning is the betterment of society. Our task is to build alert social intelligence and to endow this social intelligence with social conscience.
- B. We keep faith in the possibilities of genuine education; of capacity for dealing with new problems that come only from the sharpening of native intelligence by orderly contact with the accumulated experience and culture of the world.

- C. We eliminate lockstep methods and make every effort by our admission, guidance, instruction, and advancement procedures to foster self-development in directions compatible with interests, abilities, and opportunities.
- D. We manage our educational enterprises with the economy that comes from considered evaluation of services, full use of community facilities, educationally defensible grouping of students, and continuous adjustment to community needs.

MATERIALS FOR PAN AMERICAN DAY

Materials are available to the public schools for the observance of Pan American Day, April 14, 1944. The theme of the observance for this year as announced by the Pan American Union is "The Peoples of America; United for Victory Today; United for Peace Tomorrow." Pan American Day has been proclaimed officially by the governments of all the American Republics.

Materials for the use of schools and other public organizations and association for use in the observance of Pan American Day have been prepared by the Pan American Union. They may be secured from the Pan American Union, Washington, D. C.

BRITISH WAR FILMS AVAILABLE

Sound films of Great Britain at war are now available to schools and organizations on a loan service basis from the British Information Services Office. Small charges are made for the loan of these films. Among the pictures available is "Desert Victory," the filming of the British March from El Alamein to Tripoli. Inquiries regarding the film service should be sent to British Information Services, 260 California Street, San Francisco.

CLASSROOM STUDY OF WARTIME FINANCIAL PROBLEMS

A Schools-at-War Bulletin prepared for the Education Section of the United States Treasury Department is now available for use in mathematics classes in the public schools. The bulletin, *The Teacher of Mathematics and the War Savings Program*, has problems in mathematics and business arithmetic for elementary schools and high schools.

Copies of the bulletin may be secured from the state war finance offices located in Los Angeles and San Francisco or from the Education Section, War Finance Division, United States Treasury, Washington, D. C.

RADIO PROGRAM LISTING SERVICE

The following program has been added to the list of the original twenty-seven radio programs chosen by the Advisory Committee for

Network Program Listing, Federal Radio Education Committee, United States Office of Education. The original list appeared in *California Schools* for January, 1944. Teachers should check local radio stations for the hour at which the program is released by California broadcasting stations.

SATURDAY

THE AMERICAN STORY (NBC)

A significant series written by Archibald MacLeish, American poet and Librarian of Congress. It depicts the life and literature of the Western Hemisphere for the last four and a half centuries. Purpose is to bring together from the ancient chronicles, the narratives, and letters written by those who saw with their own eyes and were part of it, the American record common to all of us. Mr. MacLeish appears as the narrator on each program. This superb documentary series is a feature of the Inter-American University of the Air. Advanced high school, college and adult level.

MATERIAL ON FOOD PRESERVATION

A printed bulletin accompanied by a teachers guide with units is available to teachers in the public schools under the title, *The Story of Food Preservation*. The material is prepared by Edith Elliot Swank. The units and teachers guide have been prepared by a group of teachers. It is issued by the H. J. Heinz Company [Pittsburgh, Pennsylvania].

PROFESSIONAL LITERATURE

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- FENTON, NORMAN. *Mental Hygiene in School Practice.* Stanford University, California: Stanford University Press, 1942.
- FLETCHER, ROBERT SAMUEL. *A History of Oberlin College From Its Foundation Through the Civil War.* Oberlin, Ohio: Oberlin College, 1943. (2 Vols.)
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- MCNALLY, HAROLD J. *The Readability of Certain Type Sizes and Forms in Sight-Saving Classes.* Contributions to Education No. 883. New York: Bureau of Publications, Teachers College, Columbia University, 1943.
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- STRONG, EDWARD K. *Vocational Interest of Men and Women.* Stanford University Business Series. Stanford University, California: Stanford University Press, 1943.
- SWINEFORD, FRANCES, and HOLZINGER, KARL J. *A Study in Factor-Analysis: The Reliability of Bifactors and Their Relation to Other Measures.* Supplementary Educational Monograph No. 53. Chicago: The University of Chicago, 1942.
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* On military leave.

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